

Vermont NAEP 2007 Results



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NAEP Overview

The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. It has been conducted periodically since 1969. NAEP is a survey assessment that does not provide scores for individual students or schools because results are based on a sample of students. There are no accountability measures tied to NAEP performance as there are for Vermont's state assessments, the New England Common Assessment Program NECAP.

The No Child Left Behind Act requires states receiving Title I funds to participate in NAEP biennially in reading and math assessments in grades 4 and 8, beginning in 2003. NAEP periodically assesses a national sample of students in additional content areas, like U.S. History, Civics and the Arts. [A schedule of NAEP assessments through 2017 is available on page 16 of this document.]

In 2007, as in most years, a large number of Vermont schools were selected to participate in NAEP. The NAEP sampling frame is designed to ensure that enough students across the state participate in the assessment to yield valid state results (without testing every child in grades 4 and 8 across the state). Approximately 85 percent of schools in Vermont serving grade 4 and 100 percent of schools serving grade 8 were selected to participate in 2007. Assessments were administered across the state from January 22-March 2, 2007.

The next few pages detail Vermont students' performance on the 2007 assessments as well as comparisons with past administrations and the achievement of various subgroups.

Additional NAEP Resources

- Nation's Report Card (assessment results, frameworks, release items, etc.)
<http://nces.ed.gov/nationsreportcard/>
- National Center for Education Statistics—NCES (arm of the U.S. Department of Education responsible by law for carrying out the NAEP project)
<http://nces.ed.gov/>
- National Assessment Governing Board—NAGB (sets policy for NAEP and is responsible for developing the framework and test specifications that serve as the blueprint for the assessments)
<http://www.nagb.org/>

Susan Hayes, NAEP Coordinator
Vermont Department of Education
120 State Street, Montpelier, VT 05620
(802) 828-5892
susan.hayes@state.vt.us

Highlights of Vermont 2007 NAEP Results (Overall Performance)

- Vermont students performed better than the national average on all measures of achievement in grades four and eight in reading and math.
- Vermont students posted gains in three of four subject area/grade level combinations. The only grade level and subject area in which no growth occurred from 2005 to 2007 was fourth-grade reading. Fourth-grade math, eighth-grade reading and eighth-grade math showed growth in average scale scores, as well as the percentage of students at the basic level and above and the proficient level and above (indicating growth across the achievement distribution).
- Vermont had the highest average scale score in eighth-grade reading in the country, along with Montana, New Jersey and Massachusetts. Vermont was one of only six states to show gains in eighth-grade reading.
- Both students eligible for the free/reduced priced lunch program and those not eligible for the program saw growth from 2005 to 2007 in fourth-grade math, eighth-grade math, and eighth-grade reading (neither group saw growth in fourth-grade reading).
- Poverty-based achievement gaps are still a concern. The gap between students eligible for the free/reduced priced lunch program and their ineligible peers is considerable (averaging 19 points). Students eligible for the program showed improvements in most subject areas and grade levels from 2005 to 2007 but non-eligible students did as well. Thus, the gap did not narrow significantly from 2005 to 2007.

Mathematics

- Forty-nine percent of Vermont grade four students achieved the rating of “at or above Proficient” compared to 39 percent of fourth-graders nationally.
- Forty-one percent of Vermont grade eight students achieved the rating of “at or above Proficient” compared to 31 percent of eighth-graders nationally.

Reading

- Forty-one percent of Vermont grade four students achieved the rating of “at or above Proficient” compared to 32 percent of fourth-graders nationally.
- Forty-two percent of Vermont grade eight students achieved the rating of “at or above Proficient” compared to 29 percent of eighth-graders nationally.

Vermont NAEP 2007 Results Summary

Grade 4 Math

Average Scale Score	2007	2005	Change
Overall	246	244	↑
Males	248	246	↔
Females	245	241	↑
Eligible for Free-Reduced Lunch	234	230	↑
Not Eligible for Free-Reduced Lunch	252	250	↑
Students with Disabilities	221	224	↔
Students without Disabilities	251	246	↑
Percentiles	2007	2005	
Bottom 10%	212	209	↔
Bottom 25%	230	227	↑
Middle 50%	248	245	↑
Top 25%	265	262	↑
Top 10%	278	276	↔
Achievement Levels	2007	2005	
% at or above Basic	89	87	↑
% at or above Proficient	49	44	↑

Grade 4 Reading

Average Scale Score	2007	2005	Change
Overall	228	227	↔
Males	225	223	↔
Females	232	230	↔
Eligible for Free-Reduced Lunch	212	210	↔
Not Eligible for Free-Reduced Lunch	235	234	↔
Students with Disabilities	194	194	↔
Students without Disabilities	234	231	↔
Percentiles	2007	2005	
Bottom 10%	184	183	↔
Bottom 25%	207	205	↔
Middle 50%	231	229	↔
Top 25%	251	250	↔
Top 10%	270	269	↔
Achievement Levels	2007	2005	
% at or above Basic	74	72	↔
% at or above Proficient	41	39	↔

Grade 8 Math

Average Scale Score	2007	2005	Change
Overall	291	287	↑
Males	292	287	↑
Females	290	287	↔
Eligible for Free-Reduced Lunch	277	272	↑
Not Eligible for Free-Reduced Lunch	296	293	↑
Students with Disabilities	261	257	↔
Students without Disabilities	296	293	↑
Percentiles	2007	2005	
Bottom 10%	248	243	↔
Bottom 25%	269	265	↑
Middle 50%	292	288	↑
Top 25%	315	311	↑
Top 10%	334	331	↔
Achievement Levels	2007	2005	
% at or above Basic	81	78	↑
% at or above Proficient	41	38	↑

Grade 8 Reading

Average Scale Score	2007	2005	Change
Overall	273	269	↑
Males	268	262	↑
Females	278	276	↔
Eligible for Free-Reduced Lunch	260	255	↑
Not Eligible for Free-Reduced Lunch	278	274	↑
Students with Disabilities	248	236	↑
Students without Disabilities	278	275	↑
Percentiles	2007	2005	
Bottom 10%	234	226	↑
Bottom 25%	254	248	↑
Middle 50%	275	271	↑
Top 25%	294	291	↔
Top 10%	310	309	↔
Achievement Levels	2007	2005	
% at or above Basic	84	79	↑
% at or above Proficient	42	37	↑



2007 results are statistically significantly higher than 2005.



2007 results are statistically significantly lower than 2005.



2007 results are not statistically significantly different than 2005.

Explanation of Similar States Analysis

To most appropriately determine how Vermont compares with other states, it is essential to compare our performance to that of states that share similar student characteristics. Vermont is unique in terms of the characteristics of its student population; it is primarily rural, demographically homogeneous and has a relatively low percentage of students who qualify for the national free/reduced price school lunch program, an indicator of poverty. However, a handful of other states across the country share some of these characteristics with Vermont and therefore constitute a good comparison group.

States similar to Vermont are those that meet each of the following three criteria:

1. Similar percentage rural ($\geq 50\%$) [measure of population density]
2. Similar percentage of white students ($\geq 75\%$) [homogeneity of demographics]
3. Similar percentage of FRL eligible students (Grade 4: $\leq 40\%$, Grade 8: $\leq 35\%$) [overall measure of poverty]

Similar states in grades 4 and 8 in 2007:

Iowa
Maine
Montana
North Dakota
South Dakota
Wyoming

NAEP 2007: Similar States Analysis

Grade 4 Math			Grade 8 Math		
All Students	Average Scale Score	Compared to VT	All Students	Average Scale Score	Compared to VT
Iowa	243	✓	Iowa	285	✓
Maine	242	✓	Maine	286	✓
Montana	244	✓	Montana	287	✓
North Dakota	245	↔	North Dakota	292	↔
South Dakota	241	✓	South Dakota	288	✓
Vermont	246		Vermont	291	
Males	Average Scale Score	Compared to VT	Males	Average Scale Score	Compared to VT
Iowa	244	✓	Iowa	287	✓
Maine	244	✓	Maine	288	✓
Montana	245	✓	Montana	287	✓
North Dakota	248	↔	North Dakota	293	↔
South Dakota	242	✓	South Dakota	290	↔
Vermont	248		Vermont	292	
Females	Average Scale Score	Compared to VT	Females	Average Scale Score	Compared to VT
Iowa	241	✓	Iowa	284	✓
Maine	241	✓	Maine	285	✓
Montana	242	↔	Montana	287	↔
North Dakota	243	↔	North Dakota	290	↔
South Dakota	240	✓	South Dakota	287	↔
Vermont	245		Vermont	290	
Eligible for Free-Reduced Lunch	Average Scale Score	Compared to VT	Eligible for Free-Reduced Lunch	Average Scale Score	Compared to VT
Iowa	231	↔	Iowa	270	✓
Maine	232	↔	Maine	275	↔
Montana	234	↔	Montana	272	✓
North Dakota	235	↔	North Dakota	280	↔
South Dakota	230	✓	South Dakota	275	↔
Vermont	234		Vermont	277	
Students with Disabilities	Average Scale Score	Compared to VT	Students with Disabilities	Average Scale Score	Compared to VT
Iowa	219	↔	Iowa	247	✓
Maine	226	✗	Maine	259	↔
Montana	223	↔	Montana	248	✓
North Dakota	232	✗	North Dakota	263	↔
South Dakota	225	↔	South Dakota	251	✓
Vermont	221		Vermont	261	

✓ Vermont's average scale score is statistically significantly higher.

✗ Vermont's average scale score is statistically significantly lower.

↔ Vermont's average scale score is not statistically significantly different.

NAEP 2007: Similar States Analysis

Grade 4 Reading			Grade 8 Reading		
All Students	Average Scale Score	Compared to VT	All Students	Average Scale Score	Compared to VT
Iowa	225	↔	Iowa	267	✓
Maine	226	↔	Maine	270	✓
Montana	227	↔	Montana	271	↔
North Dakota	226	↔	North Dakota	268	✓
South Dakota	223	✓	South Dakota	270	✓
Vermont	228		Vermont	273	
Males	Average Scale Score	Compared to VT	Males	Average Scale Score	Compared to VT
Iowa	222	↔	Iowa	263	↔
Maine	223	↔	Maine	264	↔
Montana	225	↔	Montana	265	↔
North Dakota	224	↔	North Dakota	264	↔
South Dakota	220	↔	South Dakota	266	↔
Vermont	225		Vermont	268	
Females	Average Scale Score	Compared to VT	Females	Average Scale Score	Compared to VT
Iowa	228	✓	Iowa	272	✓
Maine	228	✓	Maine	276	↔
Montana	228	✓	Montana	278	↔
North Dakota	229	↔	North Dakota	272	✓
South Dakota	227	✓	South Dakota	274	✓
Vermont	232		Vermont	278	
Eligible for Free-Reduced Lunch	Average Scale Score	Compared to VT	Eligible for Free-Reduced Lunch	Average Scale Score	Compared to VT
Iowa	212	↔	Iowa	253	✓
Maine	213	↔	Maine	261	↔
Montana	215	↔	Montana	260	↔
North Dakota	215	↔	North Dakota	258	↔
South Dakota	209	↔	South Dakota	259	↔
Vermont	212		Vermont	260	
Students with Disabilities	Average Scale Score	Compared to VT	Students with Disabilities	Average Scale Score	Compared to VT
Iowa	180	✓	Iowa	227	✓
Maine	199	↔	Maine	240	✓
Montana	191	↔	Montana	235	✓
North Dakota	208	✗	North Dakota	240	✓
South Dakota	202	↔	South Dakota	230	✓
Vermont	194		Vermont	248	

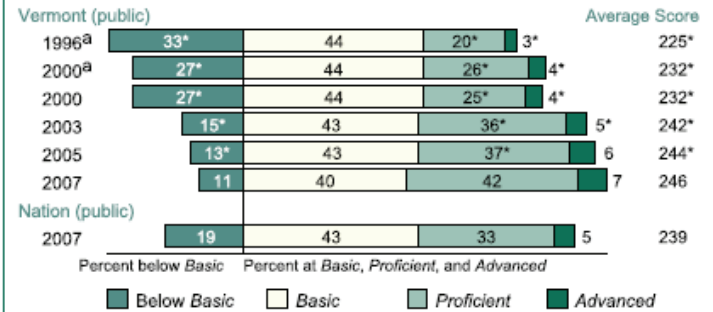
- ✓ Vermont's average scale score is statistically significantly higher.
- ✗ Vermont's average scale score is statistically significantly lower.
- ↔ Vermont's average scale score is not statistically significantly different.

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Vermont

- In 2007, the average scale score for fourth-grade students in Vermont was 246. This was higher than their average score in 2005 (244) and was higher than their average score in 1996 (225).¹
- Vermont's average score (246) in 2007 was higher than that of the nation's public schools (239).
- Of the 52 states and other jurisdictions that participated in the 2007 fourth-grade assessment, students' average scale score in Vermont was higher than those in 42 jurisdictions, not significantly different from those in 7 jurisdictions, and lower than those in 2 jurisdictions.²
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 49 percent in 2007. This percentage was greater than that in 2005 (44 percent) and was greater than that in 1996 (23 percent).
- The percentage of students in Vermont who performed at or above the NAEP *Basic* level was 89 percent in 2007. This percentage was greater than that in 2005 (87 percent) and was greater than that in 1996 (67 percent).

Percentages at NAEP Achievement Levels and Average Score



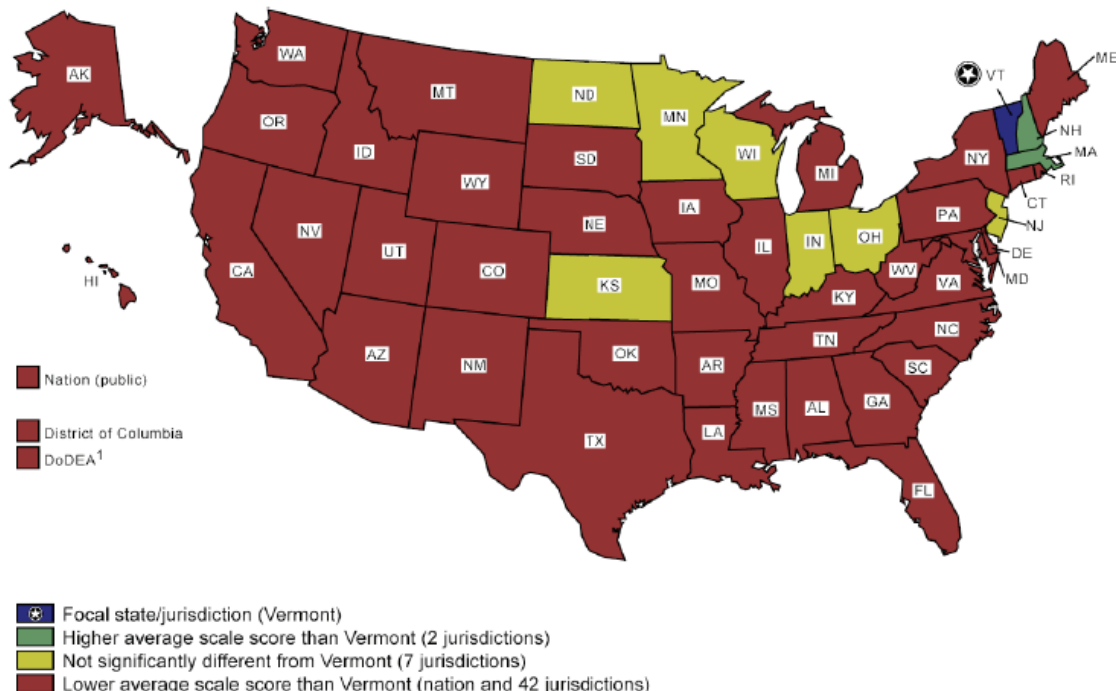
^a Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics achievement levels correspond to the following scale points: Below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; Advanced, 282 or above.

Performance of NAEP Reporting Groups in Vermont: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent of students at or above Proficient	Percent Advanced
Male	51	248	11	89	51 ↑	9
Female	49	245 ↑	11 ↓	89 ↑	47 ↑	6
White	94	247 ↑	10 ↓	90 ↑	50 ↑	8
Black	2	‡	‡	‡	‡	‡
Hispanic	1	‡	‡	‡	‡	‡
Asian/Pacific Islander	2	‡	‡	‡	‡	‡
American Indian/Alaska Native	1	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	31	234 ↑	20	80	31 ↑	2
Not eligible for National School Lunch Program	69	252 ↑	7	93	57 ↑	10

Grade 4 Mathematics: Percent At or Above Proficient



The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Vermont

- In 2007, the average scale score for eighth-grade students in Vermont was 291. This was higher than their average score in 2005 (287) and was higher than their average score in 1996 (279).¹
- Vermont's average score (291) in 2007 was higher than that of the nation's public schools (280).
- Of the 52 states and other jurisdictions that participated in the 2007 eighth-grade assessment, students' average scale score in Vermont was higher than those in 46 jurisdictions, not significantly different from those in 4 jurisdictions, and lower than that in 1 jurisdiction.²
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 41 percent in 2007. This percentage was greater than that in 2005 (38 percent) and was greater than that in 1996 (27 percent).
- The percentage of students in Vermont who performed at or above the NAEP *Basic* level was 81 percent in 2007. This percentage was greater than that in 2005 (78 percent) and was greater than that in 1996 (72 percent).

Percentages at NAEP Achievement Levels and Average Score

Vermont (public)				Average Score	
1996 ^a	28*	44	24*	4*	279*
2000 ^a	25*	43	26*	6*	283*
2000	27*	42	25*	6*	281*
2003	23*	42	28	7*	286*
2005	22*	40	29	9	287*
2007	19	40	31	10	291
Nation (public)					
2007	30	39	24	7	280

Percent below Basic Percent at Basic, Proficient, and Advanced

Below Basic Basic Proficient Advanced

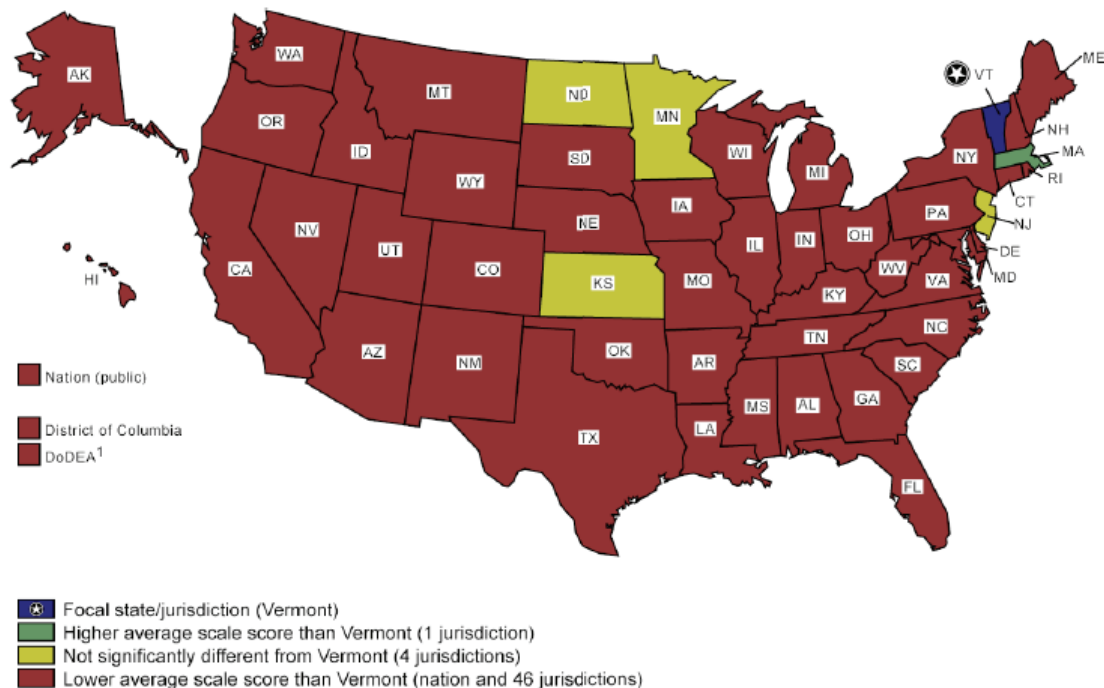
^a Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics achievement levels correspond to the following scale points: *Below Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; *Advanced*, 333 or above.

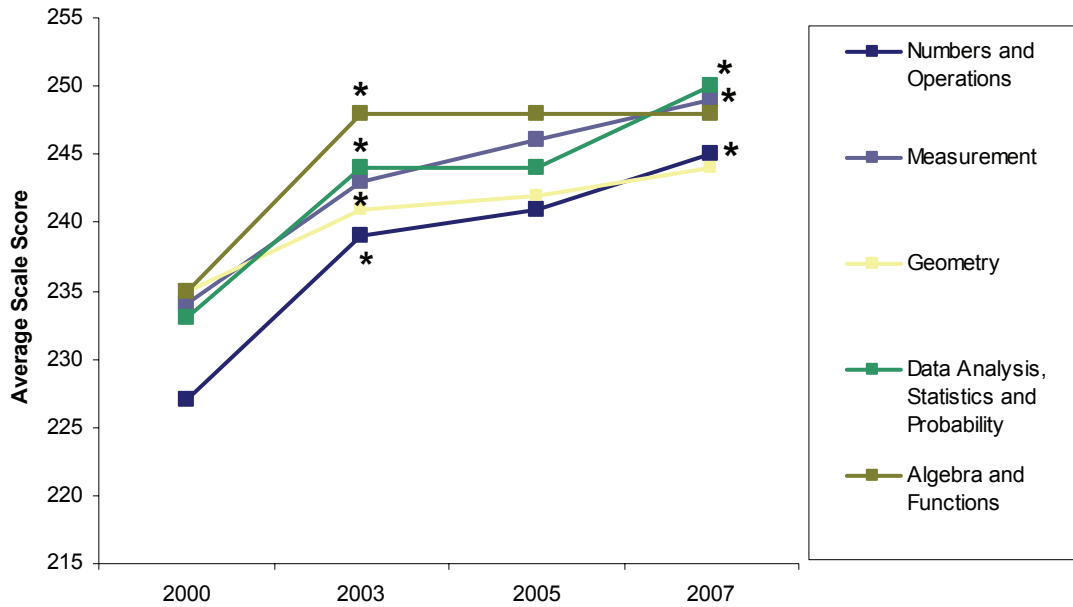
Performance of NAEP Reporting Groups in Vermont: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent of students at or above Proficient	Percent Advanced
Male	50	292 ↑	19	81	43	12
Female	50	290	19	81	40	9
White	95	292 ↑	18 ↓	82 ↑	42	10
Black	1	±	±	±	±	±
Hispanic	1	±	±	±	±	±
Asian/Pacific Islander	2	±	±	±	±	±
American Indian/Alaska Native	1	±	±	±	±	±
Eligible for National School Lunch Program	27	277 ↑	31	69	24	3
Not eligible for National School Lunch Program	73	296 ↑	14	86	48	13

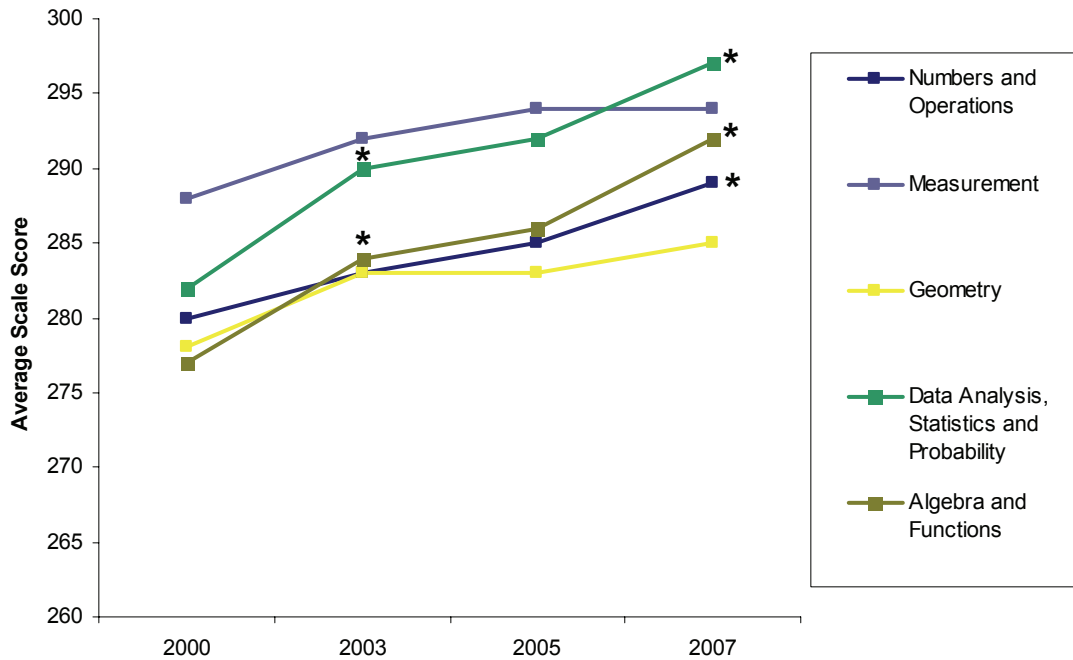
Grade 8 Mathematics: Percent "at or above Proficient"



Grade 4 Mathematics Subscale Results (All Students) 2000-2007



Grade 8 Mathematics Subscale Results (All Students) 2000-2007



*Denotes statistically significant progress from the previous year.

The National Assessment of Educational Progress (NAEP) assesses reading in two content areas in grade 4: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Vermont

- In 2007, the average scale score for fourth-grade students in Vermont was 228. This was not significantly different from their average score in 2005 (227) and was not significantly different from their average score in 2002 (227).¹
- Vermont's average score (228) in 2007 was higher than that of the nation's public schools (220).
- Of the 52 states and other jurisdictions that participated in the 2007 fourth-grade assessment, students' average scale score in Vermont was higher than those in 41 jurisdictions, not significantly different from those in 9 jurisdictions, and lower than that in 1 jurisdiction.²
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 41 percent in 2007. This percentage was not significantly different from that in 2005 (39 percent) and was not significantly different from that in 2002 (39 percent).
- The percentage of students in Vermont who performed at or above the NAEP *Basic* level was 74 percent in 2007. This percentage was not significantly different from that in 2005 (72 percent) and was not significantly different from that in 2002 (73 percent).

Percentages at NAEP Achievement Levels and Average Score

Vermont (public)				Average Score	
2002	27	34	30	9	227
2003	27	37	29	8*	226
2005	28	34	28	10	227
2007	26	34	30	11	228
Nation (public)					
2007	34	34	24	7	220

Percent below Basic Percent at Basic, Proficient, and Advanced

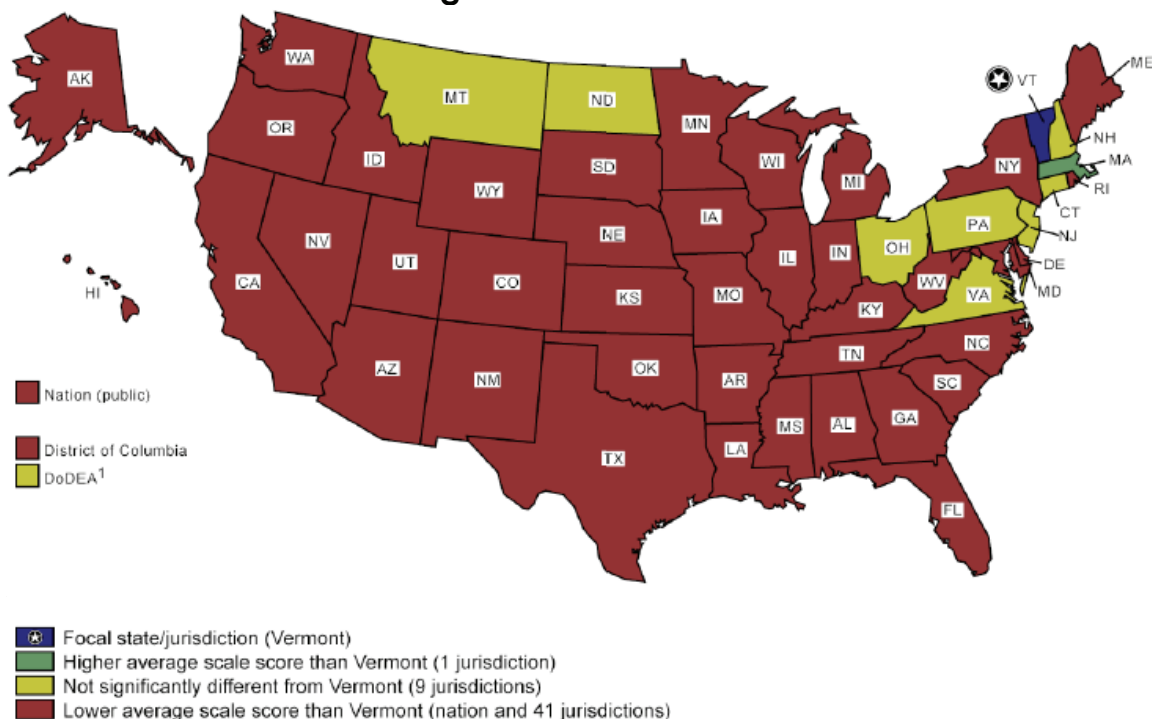
Below Basic Basic Proficient Advanced

NOTE: The NAEP grade 4 reading achievement levels correspond to the following scale points: Below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; Advanced, 268 or above.

Performance of NAEP Reporting Groups in Vermont: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent of students at or above Proficient	Percent Advanced
Male	51	225	30	70	37	9
Female	49	232	22	78	45	13
White	94	229	25	75	41	11
Black	2	†	†	†	†	†
Hispanic	1	†	†	†	†	†
Asian/Pacific Islander	2	†	†	†	†	†
American Indian/Alaska Native	1	†	†	†	†	†
Eligible for National School Lunch Program	31	212	42	58	21	3
Not eligible for National School Lunch Program	69	235	18	82	50	14

Grade 4 Reading: Percent "at or above Proficient"



The National Assessment of Educational Progress (NAEP) assesses reading in three content areas in grade 8: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Vermont

- In 2007, the average scale score for eighth-grade students in Vermont was 273. This was higher than their average score in 2005 (269) and was not significantly different from their average score in 2002 (272).¹
- Vermont's average score (273) in 2007 was higher than that of the nation's public schools (261).
- Of the 52 states and other jurisdictions that participated in the 2007 eighth-grade assessment, students' average scale score in Vermont was higher than those in 47 jurisdictions, and not significantly different from those in 4 jurisdictions.²
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 42 percent in 2007. This percentage was greater than that in 2005 (37 percent) and was not significantly different from that in 2002 (40 percent).
- The percentage of students in Vermont who performed at or above the NAEP *Basic* level was 84 percent in 2007. This percentage was greater than that in 2005 (79 percent) and was not significantly different from that in 2002 (82 percent).

Percentages at NAEP Achievement Levels and Average Score

Vermont (public)				Average Score	
2002	18	42	36	4	272
2003	19	43	35*	4	271*
2005	21*	42	33*	4	269*
2007	16	42	38	4	273
Nation (public)					
2007	27	43	27	2	261

Percent below Basic Percent at Basic, Proficient, and Advanced

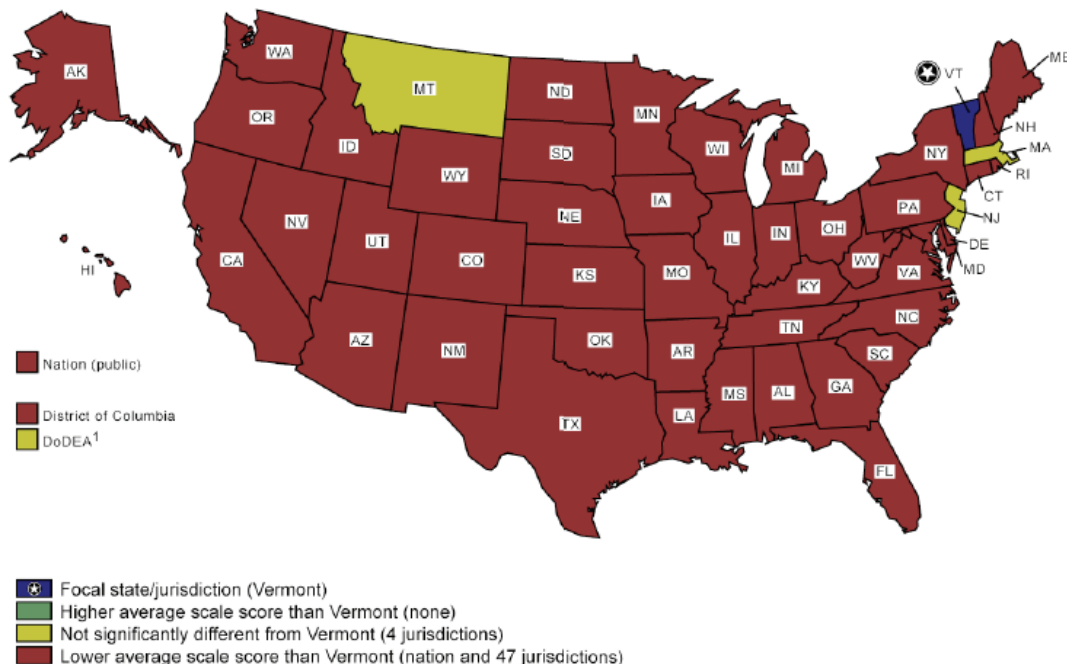
Below Basic Basic Proficient Advanced

NOTE: The NAEP grade 8 reading achievement levels correspond to the following scale points: Below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; Advanced, 323 or above.

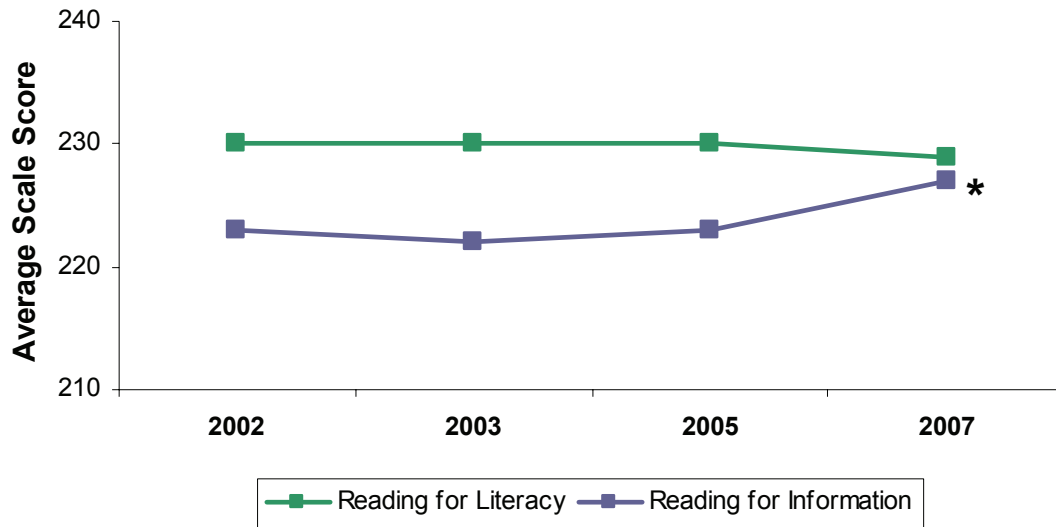
Performance of NAEP Reporting Groups in Vermont: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above		Percent Advanced
				Basic	Proficient	
Male	49	268 ↑	20 ↓	80 ↑	35	2
Female	51	278	11	89	49	5
White	94 ↓	273 ↑	16 ↓	84 ↑	42 ↑	3
Black	2	†	†	†	†	†
Hispanic	1	†	†	†	†	†
Asian/Pacific Islander	2 ↑	†	†	†	†	†
American Indian/Alaska Native	1	†	†	†	†	†
Eligible for National School Lunch Program	26	260 ↑	26 ↓	74 ↑	25	1
Not eligible for National School Lunch Program	74 ↑	278 ↑	12 ↓	88 ↑	48	5

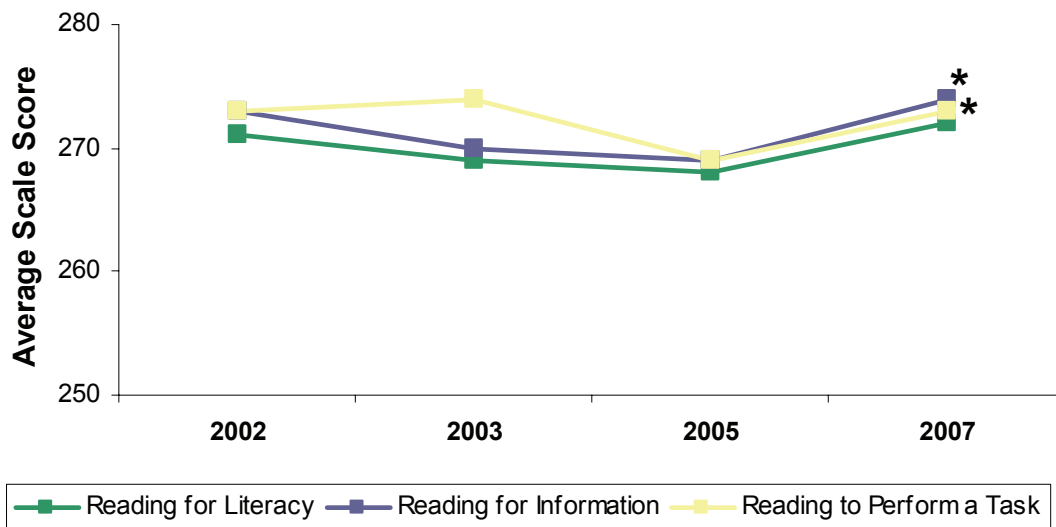
Grade 8 Reading: Percent "at or above Proficient"



Grade 4 Reading Subscale Results (All Students) 2002-2007



Grade 8 Reading Subscale Results (All Students) 2002-2007



*Denotes statistically significant progress from the previous year.

NAEP FAQ

What is NAEP?

The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. NAEP does not provide scores for individual students or schools because results are based on a sample of students and because students take only a portion of the full NAEP assessment. No accountability measures are tied to NAEP performance.

Who takes NAEP?

NCLB requires states to participate biennially in reading and math assessments in 4th and 8th grade. NAEP does not test all students in selected grades but chooses a sample of schools to represent the state. Students who are selected to participate in NAEP take a 50-minute test in a single subject-area. In 2007, as in most years, a large number of Vermont schools were selected—approximately 85 percent of schools serving 4th grade and 100 percent of schools serving 8th grade. Assessments were administered across the state from January 22-March 2, 2007. NAEP also periodically assesses a national sample of students in additional content areas, like U.S. History, Civics and the Arts (for which Vermont schools are sometimes sampled).

What is the NAEP experience like for schools?

The Vermont Department of Education is committed to making schools' NAEP experience as positive as possible and has taken several steps to help achieve that goal. NAEP hires short-term contractors to administer the assessments in schools. The DOE has worked with the Vermont Retired Teachers Association to recruit retired educators for these positions so that those conducting the assessments are comfortable with children in school settings and are familiar with aspects such as test accommodations. In addition, the Vermont NAEP state coordinator provides Vermont-specific training for the contractors to help them better understand our NECAP assessment and accommodation policies and how they compare to NAEP. Furthermore, the state coordinator conducts frequent observations during the testing window to monitor administration procedures and elicit feedback from schools about what is working and what is not about the process. It is hoped that these efforts will make the NAEP testing process a smooth one for school staff and students. Any and all feedback from schools about their experience (as well as additional steps the state coordinator can take to improve that experience) is welcome.

Why don't students and schools receive NAEP results?

Individual students do not receive assessment results because no single child takes a complete NAEP assessment. Rather, students take a portion of the full NAEP test. As a result, results are not valid for students or even schools. The NAEP sampling frame ensures valid results *for the state level only*. The Vermont Department of Education uses these state-level results to compare to trends on the NECAP and to learn more about such issues as the gender and poverty gap.

Who is our state coordinator?

Susan Hayes is the Vermont NAEP state coordinator. If you have any questions about NAEP or if you have any feedback about your school's testing experience this year, please contact Susan at susan.hayes@state.vt.us or (802) 828-5892.

Schedule of NAEP assessments 2007-2017

YEAR	NATIONAL (VT schools <u>may</u> be sampled)	STATE (VT schools <u>will</u> be sampled)	LONG-TERM TREND (VT schools <u>may</u> be sampled)
2007	reading (4, 8) mathematics (4, 8) writing (8, 12)	reading (4, 8) mathematics (4, 8) writing (8)	
2008	arts (8)		reading mathematics
2009	reading ¹ mathematics science ¹ high school transcript study	reading (4, 8) ¹ mathematics (4, 8) science (4, 8) ¹	
2010	U.S. history civics geography ¹		
2011	reading (4, 8) mathematics (4, 8) writing ¹	reading (4, 8) mathematics (4, 8) writing (4, 8) ¹	
2012	world history (12) ¹ foreign language (12) ¹ probe: technological literacy (special study) ¹		reading mathematics
2013	reading mathematics science high school transcript study	reading (4, 8) mathematics (4, 8) science (4, 8)	
2014	U.S. history ¹ civics ¹ geography		
2015	reading (4, 8) mathematics (4, 8) writing	reading (4, 8) mathematics (4, 8) writing (4, 8)	
2016	arts (8)		reading mathematics
2017	reading mathematics science high school transcript study	reading (4, 8) mathematics (4, 8) science (4, 8)	

¹ Updated or new framework is planned for implementation for this subject